**Mapping Our History (Lesson #1)**

**Teacher Candidate** Angie Sanchez **Grade Level** 3rd **Date of lesson** November 2011

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

The goal of this unit is for students to understand what communities are to learn the ways in which people adapt to their environment and change the world they live in.

DoDEA Standards (3rd Grade):

**Social Studies**

**3SS3:** Discuss reasons why communities are established, how individuals and families contribute to the development of the community, and how communities change over time.

􀀁**3SSK1:** Use geographic tools (map key, compass rose, scale).

**3SSK2:** Observe, interpret, and construct visual data.

**3SS3:** Discuss reasons why communities are established, how individuals and families contribute to the development of the community, and how communities change over time.

**English Language Arts**

**3E2a.2:** Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.

**3E2a.5:** Use various reference materials (*such as a dictionary, thesaurus, atlas, encyclopedia, and online resources*).

**Mathematics**

**3.M.5a:** develop and implement a plan to collect and organize data to address a given question.

**3.M.5b:** translate information from one data representation to a graph or table, e.g., frequency table, bar graph, picture graph, line plot.

As a result of this lesson, students should be to gather information to learn about the history of their family by interviewing a family member and using this information to map the different places their family or community member came from and have been.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students have been learning that besides technology and print resources, the people of their community are also good sources of information when learning about the history and geography of their community.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to:

1. Create questionnaire and checklist to gather information using their family/community members as resources.
2. Interview his/her family member and take notes.
3. Present his/her questionnaire and use maps to identify cities, states, landforms, and direction in which their family came from.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students will use the information obtained from their interviews to map out their lineage and organize a chart that shows which part of the state, country, or world most of their families came from and will show how many children were born in other places and how many were immigrants.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Variety of maps, including city, state, and world maps, and map of the United States

Book about immigration, such as *Coming to America*: *The Story of Immigration* by Betsy Maestro

Chart paper

Journal

Checklists

Writing utensils/markers

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Inquiry-guided learning will be used for this activity to encourage students to build research and mapping skills that can be used throughout their educational experiences.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

Because I came from a multi-cultural background, I would share with my students where my family came from. I will share my family’s military background and how that played a role in how my family came to America. I would also explain what immigration is and how it played a role in my mother and grandparent’s arrival to America. I would share any legalization paperwork that I may have. Then I will read a book about immigration. Engage children in a discussion about what they learned from reading the book. Ask if they know of any family members who came to America or to their town or city from another place. Organize their responses on chart paper using the following headings (Where were they born, where they live now, how many children do they have, etc). Turn their attention to the map (electronic or physical) and ask them to share what they already know about maps. Ask: Can they point out the state or city where they live? Which country do they live in? How do we find bodies of water on a map? What other information can they find by studying maps? Tell them that they will return to the map after their interviews.

Additional resources:

*Meet the People,* <http://www.sfssocialstudies.com/>

A Place to Grow by Soyung Pak

I Was Dreaming to Come to America by Ellis Island Oral History Project

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

1. Invite children to develop a questionnaire to take home to their family/community members so that they can learn where they came from and how they traveled. Possible questions could include: What is your full name? Where were you born? How did your family come to live here? Where did you go to school? High school? College? If possible, include a question about why their families came to America. Send the questionnaire home with a note to families explaining the activity and to feel free to send in any supporting documentation (documents, photos, etc.).
2. [Mini lesson] Demonstrate what a good interview looks like and what a bad interview looks like by conducting both using your students as examples before students conduct their interviews.
3. Upon returning to the classroom, have students write reflections in their journals, focusing on their impressions or feelings on specific details of the family member and what they learned.
4. Using the data that they gathered, encourage children to use the maps to locate the different areas where their families came from. Begin with a local city or state map to locate where children reside. Use a map of North America to find areas throughout the continent that families may have come from. Display a world map to find other areas throughout the world. Place small stickers on the maps to indicate the different places families came from.
5. Ask children to review all the maps and then create a chart to organize the information. Which part of the state, country, or world did most of their families come from? How many children were born in other places? How many parents were immigrants?

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

At the end of this lesson, ask students to share what they learned so that they can gain an understanding that people come from places all over the world. Using visual aids such as maps and the charts they created, explain to students how our family members, like early settlers, continue to be part of the different communities in the United States.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| ------------- | 1. ADHD 2. IEP | To help this student organize his information, I would develop a chart with modified interview questions that require yes/no answers. |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for re-teaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?